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ABSTRACT

This course is designed for senior high school students interested in early childhood education and gives the Child Care Aide experience in planning and executing activities with children in group situations which reflect knowledge of their individual development. The course centers on the following concepts: play is valid, development of the child's self-concept, nature wonderland, wonders of science, reading readiness, and enrichment of the child's world. Behavioral objectives are cited, and content ideas, learning opportunities, and resources are presented in vertical columns in the main body of the guide. A bibliography of various types of references is included with an appendix of helpful suggestions for the student for planning preschool level activities. (AG)

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# AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

## CHILD CARE SERVICES IV: ACTIVITIES THAT TEACH

Home and Family Education--6755.05

DIVISION OF INSTRUCTION•1971

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# CHILD CARE SERVICES IV:

# ACTIVITIES THAT TEACH

6755.05

Home and Family Education

Written by

Thea Ahrens

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida 33132
1972

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## COURSE DESCRIPTION

In this course in the Child Care Services sequence the student will gain further knowledge of how the earliest experiences of a child's life serve as preparation for later life. Activities for the development of the child's understandings of the world around him, the development of the moral and spiritual values functioning in a democracy, the beginning of mathematical and scientific attitudes, and art and music skills are strongly emphasized. For this course of study, a nursery school situation in the school, of at least two weeks duration, is essential.

## ENROLLMENT GUIDELINES

This course is planned for any senior high school student interested in early childhood education. It fits into the Child Care Services sequence following the prerequisite courses, The Child Care Aide, Ages and Stages, and The Center of Our Concern.

## RATIONALE

There is an ever-increasing realization in our society that, as the numbers of working mothers become larger, the need for the care of the children outside of the home will grow. Until recent years these needs were satisfied to some extent by sitter-care in the home, or by relatives of the child; now, however, the trend is toward providing for the group care of children in public care centers with qualified personnel for "mothering." One of the necessary competencies of qualified personnel is persons trained in the teaching of the very young and in the presentation of activities that will encourage optimal development in all areas at this stage of life. This course is intended to give the Child Care Aide experience in planning and carrying out activities with children in group situations which reflect knowledge of their individual development.

## FOREWORD

As with the prerequisite courses in the Child Care Services sequence, it is hoped that the teachers who use this course of study will draw upon their vast knowledge, interest and experience to make further improvements and additions to this first edition. To retain the continuity of this course sequence it is recommended that the teacher select activities that will maintain the objectives within the course. This course of study was developed under the direction and leadership of Mrs. Martha Lee La Croix, Consultant, and Mrs. Betty Morrow, Teacher-Coordinator, Home and Family Education.

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MAJOR GOALS

1. The student will describe the valid role of play in the life experiences of the young child.

2. The student will illustrate methods which promote communication and reading readiness with children.

3. The student will plan activities to develop mathematical concepts and a scientific attitude in young children.

4. The student will select materials and equipment suitable for a Child Care Center, and gain knowledge of the making and/or the purchasing of some of the equipment and toys which promote the development of young children.

BEHAVIORAL OUTCOMES

The student will be able to:

1. Explain how play is genuinely productive and is necessary as a preparation for experiences in later life for children.

2. Recognize the different types of play activities provided in a nursery school, and relate these activities to the development of the child's concept of self.

3. Evaluate the techniques of good story telling and describe the value of stories and rhymes in language development.

4. Recognize the value of music and finger plays for enjoyment and self-expression, and develop some techniques to use with young children.

5. Illustrate how games meet some specific needs of children and can help an aide to guide the development of attitudes and understandings of children.

6. List the toys and play equipment necessary to satisfy the needs of children and evaluate them in relation to the various areas of children's development.

7. Analyze the ways in which children explore, experiment, investigate and become aware of the world around them, and plan activities to nurture these attitudes.

8. Identify the ways to teach children the beginning mathematical concepts and to help children see relationships between numbers, time, measurement and space.

9. Analyze the relationship between individuals and groups, and develop activities which aid a young child to achieve satisfactory social relationships.

10. Describe activities and guidance that contribute toward the development of conscience and moral values.

11. Plan creative activities for young children, and assemble or prepare the materials necessary for presenting these activities.

COURSE CONTENT

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I. Play is valid

- A. Large muscle play
- B. Small muscle dexterity
- C. Selection of toys for three- to five-year-old children

II. Development of the child's self-concept

- A. The parts of the child that he can see
- B. The child's five senses
  1. Eyes to see
  2. Nose to smell
  3. Mouth to taste
  4. Ears to hear
  5. Hands to feel

III. Nature wonderland

- A. Key concepts
  1. Everything in the world is either living or non-living
  2. Balance of nature
  3. How living things grow
- B. Appreciation of the animal world
  1. Variety of animals and their habitats
  2. Care of animals
- C. Learning about plants

IV. The wonders of science

- A. Magnets have force
- B. Prisms break up light into rainbow colors
- C. Solids, liquids and gases
- D. The wind
- E. Simple experiments to conduct

V. Sizes, shapes and numbers

- A. Time and the clock
- B. Concepts of numbers, sets
- C. Spatial relationships

VI. Reading readiness

- A. Appreciation for books
- B. Developing listening skills
- C. Developing visual perception
- D. Developing left to right sequence
- E. Sounds and shapes of letters
- F. Riddles to guess

COURSE CONTENT, Continued

VII. Enrichment of the child's world

A. Art activities
B. Musical appreciation and expression
C. Finger games and finger plays
D. Cooking experiences
E. Games

**BEHAVIORAL OUTCOME:** 1. Explain how play is genuinely productive and is necessary as a preparation for experiences in later life for children.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Through play the child finds the means of discovering himself; he finds his strengths and weaknesses, his skills and his interests. | Review the laws of growth:<br>Proceeds from head to toe<br>Proceeds from near to far<br>Proceeds from the simple to the complex<br>Is continuous and orderly | The Developing Child<br>p. 62<br><br>Pamphlet:<br>Play is Valid<br>pp. 434-436 |
| The discoveries of self help a child learn how to cope with situations appropriate to his developmental stage. | Identify the law of growth evident in each of the following child activities:<br>Playing with fingers, then toes<br>Looking at the crib toy, then reaching for it<br>Reaching for the ball, but pushing it rather than grasping it<br>Being satisfied to play in a playpen for long periods of time, then becoming unhappy as soon as he is placed in the playpen<br>What activity took place in the playpen? | Child Care and Development<br>pp. 238-241 |
| | Discuss observations of a small child playing at dressing and undressing a doll. What, exactly, was observed? How does play change as the child grows older? | Teacher's Guide to Adventures in Discovery<br>p. 5 |
| There are three prevalent theories on the meaning and function of play:<br>The recapitulation theory<br>The recreation theory<br>The anticipatory or preparatory theory | Listen to a teacher explanation of the theories regarding the function of play.<br><br>After careful thought, decide, in writing, which theory seems most logical. Give reasons for personal choices. | Good Schools for Young Children<br>pp. 311-313 |
| | Write each of the Ten Statements on Growth on a slip of paper. Place in a box. Break into buzz groups and discuss the topics drawn from the box. | Leaflet:<br>Ten Statements on Growth<br>Appendix |

**BEHAVIORAL OUTCOME:** 1. Explain how play is genuinely productive and is necessary as a preparation for experiences in later life for children. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| It has long been recognized that play activities must be geared to the child as a learner; it must also be recognized that certain principles of development must be observed if play is to satisfy the individual needs of children.<br>Learning is linked to maturation.<br>Learning involves integration of new information with old.<br>Learning is acquiring new skills and knowledge.<br>A new skill learned affects other phases of growth. | Discuss whether growth and learning develop together, at the same rate for all children.<br><br>Observe a child in the neighborhood at play. Determine his approximate age, the type of play activity in which he is engaged, and what learning might be taking place. What <u>outward</u> signs of learning were there? (i.e., singing as he plays).<br><br>Analyze the following situation:<br>A child is pulling a truck out of a tight space, and several times the truck is held back by something immovable. The space is adequate <u>if</u> the truck is backed and turned just right. The child tries, kneels down to observe the situation, trying the truck maneuver slowly, finally achieving his goal of getting the truck out.<br>What principles of learning were involved? | Curriculum guide:<br><u>A Guide: Early Childhood Education in Florida Schools</u><br>pp. 3-6 |
| To learn, a child must <u>want</u> something (drive), <u>notice</u> something (stimulus), <u>do</u> something (response), and <u>receive</u> something (reward). | Take a pretest on play sequences. | Curriculum guide:<br><u>Child Care Services: A Suggested Guide</u><br>p. 198 |
| A child's play behavior in the three- through five-year-old stages may be classified into six categories:<br>Unoccupied<br>Solitary<br>Onlooker<br>Parallel<br>Associative<br>Cooperative<br>Each child progresses through these stages at his own rate. | Study the list of six categories of play behavior on the board. Be prepared to discuss the probable age of the child at which each is most apt to occur.<br><br>Analyze these situations:<br>Three children were playing house. Two of the children were busily setting the table for tea together while the other child kept bringing the teapot to pour the tea. The children setting the table keep telling him to stop as they were not ready.<br><u>Why</u> is this problem occurring?<br><u>What</u> might an aide do to help? | <u>Good Schools for Young Children</u><br>pp. 315, 316<br><br><u>Child Care Aide</u><br>p. A-117 |

**BEHAVIORAL OUTCOME:** 1. Explain how play is genuinely productive and is necessary as a preparation for experiences in later life for children. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Imagination, repetition and imitation run throughout early childhood "play is learning" activities. | A mother registers her three-year-old son Robbie and five-year-old daughter Margie in the same nursery school. Each time the aide observed Robbie, he was standing to one side watching Margie play with other children. The aide tried to help Robbie enter the group but he hung back and Margie would say, "He can't play with us—he doesn't know how." What is happening here? Discuss the aide's actions? | A Creative Guide for Preschool Teachers pp. 61-65<br><br>Child Care Aide p. A-113 |
| | Do the matching questions concerning age and activity, questions 2-7 from Child Care Aide, p. A-118. | Child Care Aide p. A-118 |

**BEHAVIORAL OUTCOME:** 2. Recognize the different types of play activities provided in a nursery school, and relate these activities to the development of the child's concept of self.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Each type of play has different purposes, and provides for the individual levels of development in children. | The types of play most often offered in a Child Care Center provide for the development of large muscles. List the various play equipment that might be needed to develop large muscles. | Child Care Aide<br>pp. A-113, A-114 |
| Large muscles develop more easily than small muscles. | As the aide in charge of outdoor play, plan an activity to develop large muscles that will also develop cooperation. Define any limits for safety that might have to be set. | Teachers's Guide to Adventures in Discovery<br>p. 7 |
| Indoor play activities are designed to release energies and improve small muscle dexterity. | Beginning with the statement, "Blocks begin with manipulation," continue to list other play opportunities blocks provide. | Good Schools for Young Children<br>pp. 317-331 |
| "Blocks are now recognized as the number one raw material for play."<br>Rowenna Shoemaker,<br>in All in Play | Bring a jigsaw puzzle to class. Demonstrate the use of small muscles needed in putting the puzzle pieces together. Relate any frustrations felt while working the puzzle. Other students record what muscles are being used in the puzzle-performance. | Child Care Aide<br>p. A-114 |
| Small or fine muscles gain in dexterity through manipulation of smaller objects and materials to "work." | Evaluate types of puzzles found in a toy store according to levels of development and skill necessary for each. Include:<br>Puzzles with knobs (develop gripping skill)<br>Number of pieces<br>Material used<br>Intricacy of shapes<br>Objects, scenes, concepts or designs pictured | |
| Dramatic play can help a child develop a concept of self. | Observe young children at play. Relate to the class any gestures or phrases of speech that seem to be adult in nature. | The Nursery School, A Human Relationships Laboratory<br>p. 286 |

**BEHAVIORAL OUTCOME:** 2. Recognize the different types of play activities provided in a nursery school, and relate these activities to the development of the child's concept of self. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Dramatic play requires space and imagination rather than many toys.<br><br>The need of the child to learn about himself and his world may be achieved best through activities that relate to the child's five senses:<br>Eyes to see<br>Nose to smell<br>Mouth to taste<br>Ears to hear<br>Hands to feel | Analyze this situation:<br>Two girls and a boy were "playing house" and the "neighbors" came to call, the little boy (the father) threw open the imaginary door and said, "Come right in, come right in. Debbie, get out some beer and pretzels."<br>What may be learned about this child?<br><br>List various materials that appeal to a child's sense of smell and touch.<br><br>Observe a demonstration by the teacher or a student. Set the stage: The class is a group of young children, with this person as the teacher. Planned is a lesson on the five senses. Demonstrate teaching of the concept "apple." Ask questions while teaching, explaining how the five senses are involved. | Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>pp. 63-65<br><br>Child Care Aide<br>p. A-114<br><br>Curriculum guide:<br>Child Care Services: A Suggested Guide<br>pp. 186-188 |
| According to Maria Montessori, "Only through movement and manipulation, through thinking with the senses, does the child proceed to later abstract thinking." | Listen to a special student report on the basic premises of the Montessori method.<br><br>Make a list of various materials that appeal to a child's sense of smell, touch, hearing. Select several materials that may be placed in bags or bottles, and have the class determine what each may be, and why these answers are given.<br><br>Describe how the presentation of this activity to children could contribute to the development and understanding of such concepts as smooth, soft, rough, hard, etc. | The Montessori Method |

**BEHAVIORAL OUTCOME:** 2. Recognize the different types of play activities provided in a nursery school, and relate these activities to the development of the child's concept of self. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| A Child Care Aide must gain knowledge in ways to increase a child's feeling of security and confidence:<br>Accept the child as he is.<br>Help the child find acceptable outlets for his feelings.<br>Try to meet the child's needs as he indicates his needs.<br>Acquire skills in handling him which will increase his confidence.<br><br>"Is achievement a matter of:<br>Doing better than another?<br>Striving always for the 'best'?<br>Leading the whole group?<br>Passing every test?<br>Gaining all the praise?<br>Winning every prize?<br>Seeking the acclaim in another person's eyes?<br><br>OR<br><br>Is it also...<br>the feeling deep inside,<br>the glow, the promise, and the pride,<br>of helping another's world to grow,<br>of working together that we may know<br>...the joy of understanding<br>...the deep self-giving<br>...the world enriched<br>...and more beautiful living!"<br>—Jayne D. Gahagan | Role-play an aide's probable reaction to each of the following situations. Discuss possible reasons for the child's behavior and possible guidance by the aide.<br><br>The child screams at the aide for helping in the painting of a picture, "Now look at what you did—you spoiled it—I hate you!"<br><br>A neighbor brought Jane to the nursery school, explaining that Jane's mother has been taken to the hospital during the night. All morning for every imagined hurt, Jane cried.<br><br>Sarah put all four dolls into the doll carriage and, as soon as anyone attempted to take one, Sarah would spread her body and arms over the carriage, not willing to share.<br><br>"Watch me, teacher, watch me——watch me climb, teacher——watch me."<br><br>What responsibilities does an aide have in relation to the achievement of a child? In the development of feelings of security?<br><br>List on the board as many materials for creativity in play as possible. Talk about their contribution to creativity and individual expression. | The Nursery School, A Human Relationships Laboratory<br>pp. 281-290<br><br>Child Care Aide<br>pp. A-115 - S-116<br><br>The Child's Small World<br>pp. 18-20<br><br>Good Schools for Young Children<br>pp. 351-358 |



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**BEHAVIORAL OUTCOME:** 3. Evaluate the techniques of good story telling and describe the value of stories and rhymes in language development.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Nursery school reading should be realistic rather than fanciful; children need help in understanding the world about them rather than having it confused by frightening elements, as in a fairy tale. | Borrow the book catalogs for preschool and kindergarten levels from the library. Read some of the titles aloud for the purpose of trying to determine which stories deal with reality and which are fairy tales.<br><br>Research some of the authors of popular children's books: A. A. Milne, John Ciardi, John Newberry, Robert Louis Stephenson, Dr. Seuss, Lois Lenski, Margaret Wise Brown. Find others. Report the subject matter, whether story form or poem, and something about the author's own life. | Curriculum guide:<br>A Nursery School in the Home Economics Program<br>pp. 36-38<br><br>The Nursery School, A Human Relationships Laboratory<br>pp. 210-213, 225-228 |
| Happy and satisfied children sing words and phrases from stories and poems as they play, and create rhymes in time to large muscle action. | Read aloud A - Apple Pie to experience the delight of foolish rhyming or Dr. Seuss' Hop on Pop. Make up some silly sound rhymes using vowels, then consonants.<br><br>Listen to a classmate read one of the "Noisy" books by Margaret Wise Brown. Discuss its value to children. | Children's books:<br>A - Apple Pie<br>Hop on Pop<br>The City Noisy Book<br>The Country Noisy Book<br>The Summer Noisy Book<br>The Winter Noisy Book |
| There is no one way to tell or read a story to children, but there are techniques that are helpful in putting both the aide and the children "into the action." | Prepare a checklist that might be used as the criteria in selection of stories for young children.<br><br>Study the story telling techniques given on the transparencies from Child Care Services: A Suggested Guide.<br><br>Using the checklist for evaluating a story for children, select and read to the class a children's story. Have the class check the criteria as the story is read. | Child Care Aide<br>pp. A-121 - A-125<br><br>Good Schools for Young Children<br>pp. 193, 194, 197-199<br><br>Transparencies:<br>Child Care Services: A Suggested Guide<br>pp. 194-195<br><br>Good Schools for Young Children<br>pp. 194-197 |

**BEHAVIORAL OUTCOME:** 3. Evaluate the techniques of good story telling and describe the value of stories and rhymes in language development. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| | Research by Madora Smith in 1962 gives some clues to the vocabulary of young children. Loban and Templin were other researchers. Select one or more of the clues to vocabulary, as researched, and list the findings. | Curriculum guide: Child Care Services: A Suggested Guide p. 160 |
| Language arts is divided into speaking and listening, reading, writing and gesturing; emphasis in the pre-school is on speaking and listening. | As a class check the words guessed to be included in an early vocabulary. Discuss differences. | Good Schools for Young Children pp. 153-189 |
| | Discuss the possible influences of the following factors in relation to language development:<br>The mother who works or does not work<br>Brothers and sisters (ages)<br>Children in the neighborhood<br>Jobs of the parents (blue-collar, white collar)<br>Education of parents<br>Bi-lingualism in family<br>Add to the list. | |
| | Plan and make a flannel board presentation to accompany the choral reading of the story, "A House for a Mouse." | Periodical: Humpty Dumpty's Magazine for Little Children, May 1972, pp. 32-35 |
| | Discuss why choral reading is helpful in language development. | |
| | Discuss the importance of the speech patterns often heard by the child as a factor which influences his own language development. | |
| Since the act of speaking is related to the articulation of sound, the act of listening is essential for the correctness of sound. | Practice the phonetic sound of the vowels and the consonants. | Teacher's Guide to Adventures in Discovery pp. 83-86 |



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**BEHAVIORAL OUTCOME:** 3. Evaluate the techniques of good story telling and describe the value of stories and rhymes in language development. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| | Tape record an imaginary conversation with or directions given to a child. Write an evaluation pointing out areas where improvements in articulation and/or pronunciation seem to be indicated. | |
| | Develop some key concepts that these words bring to mind:<br>voice — speak<br>whisper — sound<br>listen — listening<br>quiet — noise<br>pitch — volume | A Nursery School in the Home Economics Program<br>pp. 35-36 |
| Listening requires concentrated attention, self-control and the ability to remember. | Discuss the importance of learning to listen. How can this skill be developed? Can this skill be considered a part of reading readiness? | |
| | Bring to class several objects that make sounds (clock with a loud tick, paper that rustles, rubber bands of different lengths, conch shell) and pass them around the class. Write several one-sentence descriptions of what was heard. | Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>p. 20 |
| | Select, and read to the class, a "listening story" in which the class takes part with certain responses in animal sounds. Practice to improve articulation. | Teacher books:<br>Favorite Nursery Tales<br>Stories and Poems<br>Looking and Listening |
| | Make tape recordings of students' voices while reading. Analyze effectiveness. | |



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**BEHAVIORAL OUTCOME:** 4. Recognize the value of music and finger plays for enjoyment and self-expression, and develop some techniques to use with young children.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| A child's world is filled with music through television, radio, records and tape-recordings. | Break into buzz groups and discuss the values of these techniques concerning children's music:<br><br>Group I: Discuss rhythm: What it is, how children express it, how rhythm might be taught.<br><br>Group II: Discuss the instruments that might be used with songs to help children express themselves; instruments for children's rhythm bands.<br><br>Group III: Plan suggestions for teaching a song to children; the types of songs best taught as a first song. | A Nursery School in the Home Economics Program<br>pp. 43-54<br><br>Good Schools for Young Children<br>pp. 358-368<br><br>Child Care Aide<br>pp. A-127 - A-134<br><br>The Nursery School, A Human Relationships Laboratory<br>pp. 228-235 |
| Music can contribute to a child's development:<br>Physical development through marching, games, dancing<br>Emotional development through the spreading of cheer and release of tensions<br>Intellectual development through mathematics concepts in counting songs, listening, finger plays<br>Social development through marching bands, groups singing games, singing | Select a children's song and teach it to the class. Use a counting song, a marching song, a happy song, a singing song.<br><br>Discuss the main goal of singing for young children. How does the teacher or aide ideally handle the situation in which one child complains that another child "doesn't sing it right" (does not carry the tune)? Of what value could allowing the children to "play" the piano in a school be? What rules might have to be set?<br><br>Play a children's record with finger plays, and follow the directions.<br><br>Play a record with marching rhythm, and parade around the room as an aide might lead children. | Curriculum guide:<br>A Nursery School in the Home Economics Program<br>pp. 43-53<br><br>Record:<br>Finger Games<br><br>Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>pp. 36, 43 |



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**BEHAVIORAL OUTCOME:** 4. Recognize the value of music and finger plays for enjoyment and self-expression, and develop some techniques to use with young children. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| | Play or sing a familiar song, such as "If You're Happy and You Know it, Clap Your Hands" and practice hand clapping, foot tapping; fast slow, loud, soft. | A Nursery School in the Home Economics Program<br>p. 52 |
| There is a developmental sequence in the perception of music. | Volunteer to take part on a panel to discuss how a child moves from one stage of musical development to another, at his own rate. | Good Schools for Young Children<br>pp. 361-368 |
| Simple instruments that may be used by young children are easy to make. | Make a musical instrument from materials brought from home. | Child Care Aide<br>pp. A-128, A-129 |
| | Collect pictures of band instruments for children. Discuss the sequence of development represented by the complexity of each instrument pictured. | |
| | Play a record of instrumental music. Each student draw a picture with crayons of what the song suggests. | |
| Finger play is a way of introducing language in a manner that is fun; it offers verbalization and manipulation of the fine muscles of the hands, arms and body. | Follow the teacher as a finger play is taught. Repeat the motions. Discuss what parts of hands and arms were used, and what was happening while performing the finger plays. | Curriculum guide:<br>A Nursery School in the Home Economics Program<br>pp. 39-42<br>"Tall and Small," p. 40<br>"Two Little Feet," p. 41 |
| | Study the words of the finger play on the transparency. Identify the size and number concepts learned with the finger play. | Transparency:<br>A Nursery School in the Home Economics Program<br>"Great Big Ball," p. 40<br>"Ten Fingers," p. 41 |
| | | A Creative Guide for Preschool Teachers<br>pp. 76-79 |



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**BEHAVIORAL OUTCOME:** 4. Recognize the value of music and finger plays for enjoyment and self-expression, and develop some techniques to use with young children. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Finger plays must be memorized, and only those used that the children's finger coordination can accomplish. | Learn, and lead the class in two finger plays.<br><br>Practice "Ten Little Soldiers," as given in the directions.<br><br>Plan to visit a Child Care Center and lead the children in songs and finger plays. | Curriculum guide:<br>A Nursery School in the Home Economics Program<br>pp. 47-49<br><br>Child Care Aide<br>pp. A-131, A-132, A-133<br><br>Teacher's Guide to Adventures in Discovery<br>p. 59 |

**BEHAVIORAL OUTCOME:** 5. Illustrate how games meet some specific needs of children and can help an aide to guide the development of attitudes and understanding[redacted]children.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Games for young children require little group cooperation, have few rules or directions, and do not include the competitive element or refined coordinated movements not yet developed by the child. | Find these games: "Tag," "Looby Loo," "Here We Go Round the Mulberry Bush," "Musical Chairs." Decide how to give directions on playing the game to a group of children. | Good Schools for Young Children p. 321 |
| | Play "Follow the Leader" in class. Before beginning, plan how to explain an imitative game. | Child Care Aide p. A-142 |
| | Perform the finger play, "Ten Little Soldiers," and adapt it to the use of children rather than children's fingers. Practice. | Teacher's Guide to Adventures in Discovery p. 59 |
| A Child Care Aide needs to know the age at which children begin to enjoy games, what kinds of games are suitable, and how to help children in playing games. | Bring a magnet, string, stick or pole, paper clips, colored construction paper to class. Draw a yellow fish, a red fish, a blue fish. Each person in class make a fish out of colored paper. Put a clip on each fish. Attach a string with magnet tied onto it to the pole. Play "Fishing." Answer: What does a magnet attract? Make a second magnet by rubbing in the same direction. Now try to pick up a paper clip with it. | Fun for Fours, Fives and Sixes p. 5 |
| | Play other games: "Peter Rabbit," "Sh———," "Mother Hen." What may be gained from playing these games? | Fun for Fours, Fives and Sixes p. 23 |
| Four- and five-year-old children delight in playing guessing games and solving riddles. | Collect several objects and put them into a box. Have someone in class look carefully at the objects, then close her eyes. While her eyes are closed, remove an object, and, when she looks again, she should guess which object is missing. Discuss why children might like this game. | Child Care Aide pp. A-140, A-141, A-142 |

**BEHAVIORAL OUTCOME:** 5. Illustrate how games meet some specific needs of children and can help an aide to guide the development of attitudes and understandings of children. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| | Play this guessing game with variations: change the arrangement of objects, use colors instead of objects.<br><br>Think of as many variations as possible.<br><br>Tell riddles. What is their value in meeting a specific need of a child? | <u>Fun for Fours, Fives and Sixes</u><br>p. 22 |
| | Discuss, describe and demonstrate how a teacher or an aide ideally handles the situation in which a child becomes frustrated and possibly disgusted with himself when he guesses incorrectly. In what other ways could this frustration be displayed? | <u>Juba This, Juba That</u> |
| | What are the special techniques necessary for handling a group of young children in a game situation? How can children be guided so that taking turns becomes a positive factor in the development of a cooperative attitude? | |
| Games encourage the use of the five senses, the imagination, and the development of problem-solving capacities. | Play these games: "Echo," "Right and Wrong," "Telephone." | <u>Child Care Aide</u><br>pp. A-144, A-145 |
| | Decide whether each one encourages use of the senses, stimulates the imagination, or develops problem-solving capacities in a child. | <u>The Nursery School, A Human Relationships Laboratory</u><br>p. 175 |
| | Answer the questions in <u>Child Care Aide</u> for teacher evaluation. | <u>Child Care Aide</u><br>p. A-146, Questions 12-21 |



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**BEHAVIORAL OUTCOME:** 6. List the toys and play equipment necessary to satisfy the needs of children and evaluate them in relation to the various areas of children's development.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Toys and play equipment for children's use must be safe as well as suitable. | List the criteria to use as a guide in selecting toys for children.<br><br>Take part in a buzz group to study the characteristics of children's toys. Use catalogs for this study, and list the features found that are common to all toys and equipment. Record the catalog, name of item found, page on which found, cost, and features of the toy or equipment.<br><br>Help a kindergarten teacher who is supervising children in play which contributes to emotional development. Write a paragraph concerning the experience. | Child Care Aide<br>p. A-135<br><br>Good Schools for Young Children<br>pp. 412-420<br><br>Catalogs:<br>Creative Playthings<br>Community Playthings<br>Childcraft Equipment<br>Playskool |
| As children move from the age of three toward the age of five, the play moves from parallel to cooperative, or group play. | Write a short summary of how one particular toy or piece of equipment can affect every area of a child's development. For example:<br>Blocks<br>Physical development<br>Coordinates large muscles<br>Strengthens large muscles<br>Emotional Development<br>Reinforced success improves self-concept<br>(Continue with each development.) | Child Care Aide<br>p. A-136<br><br>Curriculum guide:<br>Trusting Threes through Fetching Fives<br>pp. 16-18, Behavioral Outcome #7 |
| An outdoor playground should provide a well-planned and safe area for the physical and social development of children. | Debate: It is not necessary to have a playground for children to have fresh air and exercise since just running around the block can accomplish that. | A Creative Guide for Preschool Teachers<br>pp. 41-46 |

**BEHAVIORAL OUTCOME:** 6. List the toys and play equipment necessary to satisfy the needs of children and evaluate them in relation to the various areas of children's development. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Good play equipment is well-made and serves more than one play purpose. | Discuss each of the following in relation to the playground:<br>the purposes<br>the surfacing<br>the equipment<br><br>Match the letter of the type of development in Column B with the equipment in Column A.<br><br>Column A / Column B<br>1. Rocking rowboat — A. Physical development<br>2. Sand table<br>3. Magnets — B. Social development<br>4. Traffic signs<br>5. Stethoscope — C. Intellectual development<br>6. Ladder box<br>7. Puzzle<br>8. Tricycle — D. Emotional development<br>9. Puppets<br>10. Rhythm band set | Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>pp. 59, 60<br><br>Child Care and Development<br>pp. 236-251<br><br>Curriculum guide:<br>A Nursery School in the Home Economics Program<br>pp. 21, 22<br><br>Catalogs:<br>Childcraft Equipment<br>Community Playthings<br>Creative Playthings |

**BEHAVIORAL OUTCOME:** 7. Analyze the ways in which children explore, experiment, investigate and become aware of the world around them, and plan activities to nurture these attitudes.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| The teaching of science is essentially the same at every level of learning, and varies only in the degree of attainment at each level of ability. | Study the four generally accepted reasons why science activities are planned for children; then list, in writing, the ways in which these objectives may be worked toward with young children:<br>To develop in children the ability to solve problems through scientific methods<br>To develop in children an attitude commonly called a scientific attitude<br>To help children gain knowledge<br>To develop in children an interest in and appreciation for the science around them | Child Care Aide<br>p. A-149<br>Good Schools for Young Children<br>pp. 277-279<br>The Nursery School, A Human Relationships Laboratory<br>pp. 177-187 |
| A positive attitude on the part of an aide in the areas of "discovery," and belief in science as a means of problem-solving is a "must" with children since children gain encouragement and confidence from the behavior of the adult. | To create interest, teach "Water Seeks Its Own Level."<br><br>Make plans for an activity to demonstrate how:<br>Water evaporates<br>Water freezes into ice<br>Ice melts into water<br>Gelatin can proceed from a liquid to a (semi) solid<br>Sugar dissolves in water<br>Sponges absorb water<br>Add other activities to these examples. | Periodical:<br>Humpty Dumpty's Magazine for Little Children, March 1972, pp. 63-65 |
| Always allow for enrichment of an interest begun by a child; allow time for a child to have a completed experience; develop and reinforce some learning; show how a child's self-confidence may increase; and lead a child into a problem-solving, scientific attitude. | Read aloud the article titled "Spring Comes to a City Nursery School." Why was the story read?<br><br>Create a situation for aiding in the discovery of growth in plant life. | The Nursery School, A Human Relationships Laboratory<br>pp. 179-180 |



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**BEHAVIORAL OUTCOME:** 7. Analyze the ways in which children explore, experiment, investigate and become aware of the world around them, and plan activities to nurture these attitudes. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| The learning concepts developed in a child are based upon planned experiences and activities.<br><br>The ways of helping children learn about the wonders of nature are many; certain concepts begin to evolve, even with young children:<br>Everything is either living or non-living<br>Living things are either plant or animal<br>Living things need water, food, and air; they grow and reproduce in like kind, either by laying eggs or producing seeds<br>Different kinds of plants and animals have different characteristics and habitats<br>Seasons have an effect on plants and animals | Create a "Magic Water Picture." Discuss what occurs and why.<br><br>Plan a lesson to explain the wind:<br>How to create interest<br>1. Kite making<br>2. Wash and hang doll clothes<br>3. Wind chimes<br>Develop a series of pictures to illustrate the force of wind<br>1. Sail boats<br>2. A Storm<br>Develop a series of questions about the wind<br>1. What does the wind do?<br>2. Is wind the same as air?<br>Develop an activity to enlarge knowledge of the subject<br>1. Choral reading: "Mr. Wind's Tricks"<br>2. Use body rhythms to denote wind (move like a windmill)<br>3. Create wind sounds<br>4. A walk outside on a windy day to observe the flag flying, papers, leaves or scarves blowing<br><br>Teach a lesson about the sun: its size, relation to earth, night and day, warmth, a complete revolution.<br><br>Develop other learning activities to teach science concepts: plant seeds; take a nature walk and collect specimen; select science stories to read. Think of additional activities.<br><br>Discuss the planning of a science area in a child care center and list materials needed. | Periodical:<br>Humpty Dumpty's Magazine for Little Children, May 1972, pp. 20-21<br><br>Fun for Fours, Fives and Sixes<br>p. 28<br><br>A Creative Guide for Preschool Teachers<br>pp. 135-150<br><br>Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>pp. 23-32, 46-47<br><br>Fun for Fours, Fives and Sixes<br>p. 22<br><br>Child Care Aide<br>pp. A-149, A-150<br><br>Periodical:<br>Humpty Dumpty's Magazine for Little Children, July 1972, pp. 37-39<br><br>Good Schools for Young Children<br>pp. 280-293<br><br>Teacher's Guide to Adventures in Discovery<br>pp. 100-108 |



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BEHAVIORAL OUTCOME: 7. Analyze the ways in which children explore, experiment, investigate and become aware of the world around them, and plan activities to nurture these attitudes. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| The ultimate goal in this area should be to help children begin to develop an appreciation of and respect for nature. | Plan for and discuss the value of a table or shelf area upon which objects from nature brought to school by the children are displayed.<br><br>Role-play a situation in which a pet plays a part in teaching about nature. Discuss how to teach pet care. | |

**BEHAVIORAL OUTCOME:** 3. Identify **the ways to teach children the** beginning mathematical concepts and to help children see relationships between numbers, time, measurement and space.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Long before a child enters school, mathematical skills and understanding have begun.<br><br>Children can and will discover mathematical concepts for themselves if the appropriate situations are provided.<br><br>Many children learn to count by rote but fail to recognize that these numbers whether spoken or visualized are symbols that stand for so many of something. The recognition of this relationship should be a major goal of activities in this area.<br><br>Curriculum should be planned so that size, time, shapes, quantity, sets, shapes are a part of daily learning experiences.<br><br>Creating sets of like and unlike objects aid children in recognizing how many like and unlike objects there are in numbers. | Prepare a series of pictures to teach the one-to-one correspondence as a readiness activity for the study of numbers.<br>Put a string on each balloon.<br><br>Draw a stem for each flower.<br> <br><br>Demonstrate games or activities which could be used individually or with a group of children which would contribute to their understanding of the concepts of two through ten and the symbols (numbers) which represent them.<br><br>Make some flash cards:<br>A series of objects numbering to ten<br>A series of numbers to ten<br><br>Explain how the flash cards may be used to teach a mathematical concept. | Teacher's Guide to Adventures in Discovery<br>Pupil activity book:<br>Sizes, Shapes and Numbers<br>pp. 21-50<br><br>A Creative Guide for Preschool Teachers<br>pp. 121-126<br><br>Curriculum guide:<br>A Nursery School in the Home Economics Program<br>pp. 21-57<br><br>Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>pp. 32, 33<br><br>Teacher's Guide to Adventures in Discovery<br>pp. 24-50 |



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**BEHAVIORAL OUTCOME:** 3. Identify the ways to teach children the beginning mathematical concepts and to help children see relationships between numbers, time, measurement and space. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| New math curriculum in schools for young children places the emphasis upon:<br>Sets or collections<br>Numbers (ordinal and cardinal)<br>Numeration system<br>Addition and subtraction<br>Properties of mathematical operation<br>Order, relations and mathematical sentences<br>Problem-solving<br>Measurement<br>Geometry (shapes)<br>Graphing and statistics | Perform finger plays to aid in number concepts.<br><br>Develop a game to be played in which numbers may be practiced, i.e., selecting sets of boys, of girls; sets of children wearing blue, etc.<br><br>Think of several other sets.<br><br>Discuss:<br>An understanding of the concepts of the new mathematics curriculum can help the Child Care Aide in planning activities which can lead toward the beginning levels of development of these concepts. | A Creative Guide for Preschool Teachers<br>pp. 131-134<br><br>Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>pp. 32, 33<br><br>Good Schools for Young Children<br>pp. 217-218 |
| The aide helps to develop in children the abstract thinking required for an understanding of time and space through the planning of special activities. | Look at the timer and prepare a method of using it to teach young children a basic time concept.<br><br>Explain how rhythm patterns may teach a child about the duration of time, i.e., long time, short time. | Good Schools for Young Children<br>pp. 220-223, 227-229 |
| To teach time and measurement, the selection of materials to use should be those available and functional in the lives of young children, such as:<br>Clock<br>Calendar<br>Money<br>Ruler/yardstick<br>Chairs<br>Thermometer | Discuss events and the order in which they take place in a high school day.<br>Order of classes<br>Time on the clock<br>Length of time for each activity<br>Vocabulary of time<br>Calendar of time<br><br>Role-play:<br>Explaining to a child when his mother will pick him up. What concept is this?<br><br>Explaining to a child the numbers relationship between a dime and a dollar. | Curriculum guide:<br>Child Care Services: A Suggested Guide<br>p. 185 |



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**BEHAVIORAL OUTCOME:** 6. **Identify the ways to teach children the** beginning mathematical concepts and to help children see relationships between numbers, time, measurement and space. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| | Explaining <u>today</u>, <u>tomorrow</u>, and <u>yesterday</u> to a child. | |
| | Make an attractive calendar to hang in the classroom. Mark on it special events such as each child's birthday. | |
| | Collect materials to use to teach time and temperature. Practice teach either to a child. | |
| The vocabulary of measurements in cooking aid in the teaching of the whole and its fractional parts. | Peel an orange and use it to explain the <u>whole</u> and its <u>parts</u>. | |
| | Plan a simple cooking lesson for young children and write how some measurements may be taught in this way. | |
| | Find a picture of a whole cake. Cut the picture cake into servings. Role-play into a learning situation for young children. | |
| | Discuss how adults working with young children need to be aware of and use all these mathematical concepts at every possible opportunity throughout the time they are with the children and that the use of these does not necessarily have to be contrived.<br>"We need one more chair for Johnny."<br>"Maria, please give each child one napkin for snack time."<br>"We have four cans of paint to use at the easel today."<br>"This book is bigger than this one I read yesterday."<br>Add to these. | |
| | Observe in a nursery school or kindergarten. Record the instances in which the adults and children made references to concepts such as those described above. | |

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**BEHAVIORAL OUTCOME:** 9. Analyze the relationship between individuals and groups, and develop activities which aid a young child to achieve satisfactory social relationships.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Social studies can provide an understanding of the immediate surroundings, and relate this understanding to a concept of individualism as essential to the larger concept of group. | Discuss: Jarolimak, in Social Studies in Elementary Education, states that basic political attitudes and values are firmly established by the end of elementary school.<br><br>Does class agree or disagree?<br>Recall any incident from childhood to back up opinion.<br><br>Discuss: Ojemann, in Social Studies in the Elementary School, states that if a child is in a position where his security, self-respect or activity is seriously threatened, it will be difficult for him to cooperate with others.<br><br>What significance, if any, may be attached to these statements in relation to the group, or society? | Good Schools for Young Children<br>pp. 237-260<br><br>Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>pp. 22, 23 |
| There is a tendency to view beliefs and social action as separate. | Play "Do As I Say, Not As I Do," a game in which the leader will do something different than he said, i.e., "Pat your head three times", but the leader taps his toe. Give an example in which this game is equated to beliefs and social action. Which will the children do, and therefore learn from this activity? | Good Schools for Young Children<br>p. 239 |
| It is common to assume that all children are at the same stage of maturity and have had the same experiences, and this is an incorrect assumption.<br><br>It is also faulty to assume that when a child uses labels or words he understands the meaning of the word or concept they represent. | List the experiences and conditions which have an influence on a child's achievement, such as:<br>Physical growth patterns<br>Development of interests<br>Child's emotional organization<br>Quality of child's relations with others<br>Social class<br>Ethnic background<br>Family<br>Family values<br>Discuss how these experiences influence a child's achievement. | Good Schools for Young Children<br>pp. 240, 241 |



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**BEHAVIORAL OUTCOME:** 9. Analyze the relationship between individuals and groups, and develop activities which aid a young child to achieve satisfactory social relationships. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| The child needs to begin to think in terms of "otherness" rather than "me-ness." | Study some colloquial words and phrases on the board and talk about the literal meaning as a child may understand them.<br>Train-bearer<br>Moon-man<br>Step-mother<br>Plan how to explain these words to a child.<br><br>Role-play an aide's reactions to situations in terms of "otherness" rather than the "me-ness" expressed in these comments:<br>"Suzy pushed you?"<br>"Mike won't let you use his truck?"<br>"You led the toilet-train last time." | Curriculum guide:<br>A Guide: Early Childhood Education in Florida Schools<br>pp. 22, 23 |
| A variety of activities related to language arts, mathematical concepts, science, art, music, games and rhythms will aid the child's understanding and his readiness to learn from the social world around him. | Plan and make a collage to illustrate the world of a child.<br><br>Write a skit to explain a national holiday to young children, i.e., Thanksgiving, Labor Day, Memorial Day.<br><br>Prepare a puppet show, using a holiday theme, i.e., Valentine's Day, Easter, Christmas, Halloween. | Magazines, old children's books, pictures |
| Visits to places familiar to a child help to establish the "fit" of the child into the group, the environment. | Visit, and view through a child's eyes, a post office, a dairy, a bakery. Try to draw from memory a picture of the place visited.<br><br>Read aloud, "Mrs. Dog's Own House," as an example of following blindly rather than thinking individually. Then read aloud, "Mouse and the Wedding Ring" to show how friends work together to make the world brighter. | Field trips:<br>Post office<br>Dairy<br>Bakery<br><br>Periodical:<br>Humpty Dumpty's Magazine for Little Children, March 1972<br>pp. 29-39, 51-61 |

BEHAVIORAL OUTCOME: 10. Describe activities and guidance that contribute toward the development of conscience and moral values.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| The 1960 White House Conference considered the topic, beliefs as "Religions, spiritual and secular beliefs and personal codes of conduct which affect the development of the young." | Discuss what may be meant by the statement from the White House Forum: The principles of right and wrong and other ethics set before our young people have as their ultimate source the belief that man is created by God and is therefore possessed of dignity as an individual. | Good Schools for Young Children pp. 262-275 |
| "Autonomy is a self-governing state that is without outside control. This self-governing state has in it the control of impulses and thus the development of conscience. When the conscience is developing, the child starts to take responsibility for his environment. When a child is tired, hungry or ill he usually cannot control his impulses and needs kind, firm help. Instead of just reacting to circumstances, he has come to feel responsible for the circumstances. As a child develops his sense of autonomy, he needs to be given opportunities for a free choice. This free choice should be given gradually and should be a well-guided experience. For example, the child may have a choice between two or three alternatives. He should have opportunities to make some independent decisions. This gives him identity as a person and opportunity to be in charge of his impulses."<br>From, Relationships: A Study in Human Behavior | Debate: Public schools must deal with religion, since the need for something spiritual is basic in everyone.<br><br>Discuss the value of having children say Grace before eating together in a Child Care Center; the value if there are different faiths represented.<br><br>How could the following children's questions be answered:<br>"Who made me?"<br>"What is a star?"<br>"Did God make the milk?"<br>"I don't like God; he took my grandma away."<br>"Do you like God?"<br>"Is God a farmer?" or "A policeman like my daddy?"<br><br>Describe or present skits which demonstrate the guidance that can be provided by a teacher or Child Care Aide that would help a child learn to control his impulses, and help him to understand the consequences of his actions. Describe the conditions under which a child usually cannot control his impulses and give examples of the kind of firm help that should be provided for him. | A Child's Small World pp. 25-27<br><br>Good Schools for Young Children pp. 272-275 |



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BEHAVIORAL OUTCOME: 10. Describe activities and guidance that contribute toward the development of conscience and moral values. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| | Write a paragraph describing the importance of letting a disobedient child know, "I like you, but I don't like what you are doing." | |
| Moral character is learned by precept and example. | Invite a panel of one parent, one minister, one nursery school director, and one kindergarten teacher to discuss "The role of the Child Care Center in developing spiritual values and moral conduct." | |
| A child's moral upbringing has an effect upon him which will remain largely untouched by anything that happens to him thereafter. | | |
| Growth in moral character is a slow process and is dependent upon a growing ability to think, to reason, to make comparisons, to foresee consequences. | | |
| Havighurst has reported a theory of moral development which includes five stages:<br>Amoral—Impulsive<br>Egocentric—Expedient<br>External—Conforming<br>Irrational—Conscience<br>Rational—Internalized—Altruistic | Use a dictionary and attempt to put into simpler words the meaning of the stages of moral development as reported by Havighurst. | |
| | Study: Teacher's goals expressed in terms of children's behavior, attitudes, and comments. | Good Schools for Young Children pp. 266-271 |
| The adults who work with children in a school situation must become acquainted with the level of development of the moral values of the children, and plan for further development of the child in this area. | Discuss and describe the part adult models play in the development of a child's conscience and moral conduct. | |
| | List and describe activities in a nursery school and/or kindergarten program that would provide opportunities for a child to make some independent decisions. | |

**BEHAVIORAL OUTCOME:** 10. Describe activities and guidance that contribute toward the development of conscience and moral values. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| | Write a summary paragraph on <u>How Moral Development Progresses in a Child</u>.<br>or<br><u>How to Help a Child Understand Brotherhood</u>. | |

**BEHAVIORAL OUTCOME:** 11. Plan creative activities for young children, and assemble or prepare the materials necessary for presenting these activities.

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| A creative adult transmits knowledge, but, more importantly, encourages children to think, to question, to disagree, to discover, to create, for themselves. | Divide into groups and make:<br>Colored dough<br>Sawdust<br>Wheat paste<br>Paste<br>Finger paint<br><br>Plan an activity to use the homemade products in order to gain firsthand knowledge of a child's experience. | Good Schools for Young Children<br>pp. 351, 352, 353, 356<br><br>Art Activities for the Very Young<br>pp. 28-33 |
| Puppets help children talk and express ideas without any embarrassment. | Stay in the same groups and make puppets from various materials brought from home: stick puppets, light bulb puppets, sock puppets, sponge puppets.<br><br>Plan for the puppet characters to act out a story or poem for little children. | Curriculum guide:<br>Child Care Services: A Suggested Guide<br>pp. 192, 193 |
| | Make finger paint, sand paint, soap paint, and have the experience of making an "original" picture with these materials. | Good Schools for Young Children<br>pp. 353, 354, 357<br><br>Curriculum guide:<br>A Nursery School in the Home Economics Program |
| When funds for ready-made materials are not available, it is necessary to create something out of something else; this creativity also results in self-expression and self-satisfaction. | Collect materials to bring to class for use in making of nursery school equipment or for a creative project, such as:<br>Candle stubs<br>Milk cartons<br>Straws<br>Felt<br>Sequins and other trims<br>Pieces of wood large enough for building<br>Boxes of all sizes<br>Aluminum pie plates<br>Add to the list. | Visits to stores to collect cast-offs, remnants |



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**BEHAVIORAL OUTCOME:** 11. Plan creative activities for young children, and assemble or prepare the materials necessary for presenting these activities. (Continued)

| SUGGESTED CONTENT IDEAS | LEARNING OPPORTUNITIES | RESOURCES |
|---|---|---|
| Since an aide may be asked to compile an order list for materials and supplies it is necessary to know some of the vendors. | Discuss guidelines and draw a diagram of a well-arranged nursery school room (if there are plans to have children in the classroom, draw these plans for this purpose).<br>Plan for a block corner, doll corner, book corner, science corner, painting corner, woodworking area, supplies area.<br><br>Make a price list to include materials and equipment needed, but do not exceed $200.<br><br>Determine which articles may be brought by class members, and which may be made by the class.<br><br>Study a variety of the catalogs for equipment, materials and supplies available for day care centers.<br><br>Practice filling out a sample order form that includes the vendor and addresses.<br><br>Item No. \| Quantity \| Description of Item \| Unit Cost \| Total Cost<br>1<br>2<br>3<br><br>Find the addresses of the following vendors:<br>Childcraft Equipment Company<br>Community Playthings<br>Stores and Distribution, Dade County Schools<br>Community Art Supply Stores (Drago, in Miami)<br>Creative Playthings<br><br>Evaluation of Child Care Services sequence: Plan and participate in a nursery school for young children. Evaluate personal success as a Child Care Aide. | A Creative Guide for Preschool Teachers<br>pp. 47-55<br><br>Curriculum guide:<br>A Nursery School in the Home Economics Program<br><br>Catalogs:<br>Childcraft Equipment<br>Creative Playthings<br>Community Playthings |



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## CHILDREN'S BOOKS

Activity Books. Western Publishing Company, School and Library Department, 150 Parish Drive, Wayne, New Jersey 07470.
Pupil book set. (12 titles in slipcase) #3225. $39.95. Includes:

- Understanding Numbers
- Time and Measuring
- Adventures with Words
- Nature Wonderland
- The Wonders of Science
- Discovering Shapes
- The Thinking Book
- Learning About Sizes
- Adventures with Color
- All Kinds of Signs
- The Magic of Everyday Things
- Listening for Sounds

Teacher books. $3.45 each, Teacher's Guide, $5.95.

- Stories and Poems
- Songs and Singing Games
- Favorite Nursery Tales
- Teacher's Guide to Adventures in Discovery

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CHILDREN'S BOOKS, Continued

Greenway, Kate. A - Apple Pie. New York: Frederick Warne and Company, Inc., 1886. $1.95

Headstart Books. New York: McGraw-Hill Book Company. $2.95 each.
Be Nimble, Be Quick
Knowing and Naming
Thinking and Imagining
Looking and Listening

Juba This and Juba That. Boston, Massachusetts: Little, Brown and Company, 1969. $4.50.

Noisey Books. New York: Harper Row.
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The Country Noisey Book. $3.27.
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Suess, Dr. Hop on Pop. New York: Random House. $1.95.

CATALOGS

Creative Playthings, Princeton, New Jersey 08540.

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PAMPHLETS AND LEAFLETS, Continued

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Humpty Dumpty's Magazine for Little Children, July 1972, "The Sun Gives Us Day and Night."

AUDIOVISUAL MATERIALS

Records

Finger Games. 4505. Educational Activities, Inc., Freeport, New York. $3.00.

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# APPENDIX

## Ten Statements on Growth

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1. Growth is patterned.

2. Growth is sequential.

3. Rate of growth is not even.

4. Growth is a response to environment.

5. Growth progresses in two directions.

6. Growth is cyclic.

7. There is unity in growth patterns.

8. Growth is continuous.

9. Growth is forceful and organized.

10. Growth characteristics vary widely.

## I—A GOOD PROGRAM FOR FOUR YEAR OLDS

1. Good planning and preparation.
2. Consideration of child's "age and stage," length of attention span, individual interests and abilities.
3. Alternating of activity and rest periods, quiet and stimulating play, individual and group activities.
4. Large blocks of time for a child to choose his own activity and to pursue it at leisure.
5. Variety of flexibility through excursions, visitors, activities.
6. Provision for experiences with art, stories, science, music and dramatic play each day.
7. Development of sound feelings toward routines of eating, resting and toileting—wholesome feelings about their bodies.
8. Accessible materials so a child can be independent in his play—and enough materials to encourage sharing.
9. Acceptance of the child's feelings and avenues for release of strong feelings.
10. Only those limits which are necessary to support the child in his growth (safety, health, rights of others).
11. The interests and needs of parents as well as children, recognizing that each family will have different needs.
12. Many opportunities for social adjustment—sharing, cooperating with others, taking turns, planning and carrying out those plans.
13. Fun. Satisfying activities that build strong self-concepts, "I can do it," "I like others," "They like me," I like teacher," "Teacher likes me," "I like me," "I like learning."
14. Supervision that is casual and unobtrusive whenever possible.

## II—ART AND PROGRAM ACTIVITIES FOR FOUR YEAR OLDS

A. Chalk: Use large chalk. Try various textures of paper. Use buttermilk or water to wet paper, then draw with chalk.

B. Clay and playdough: Work on boards or oil cloth; add accessory tools from doll corner occasionally.

C. Crayons, pencils: Use large crayons and paper—no mimeographed designs! Let child draw his own ideas in his own way. Try various textures of paper, cardboard, cloth. Color over objects for crayon etchings, save crayon scraps to grate, sprinkle between wax paper, iron with warm iron for stained glass window appearance.

D. Cutting, pasting collage: Buy blunt-end scissors, use paper heavy enough to cut easily. Many opportunities needed for learning to cut. Cut paper, cloth, yarn, string. Paste on background in own design. Collage—"a collection" of anything pasted together in design. Use paper, cloth, seeds, string and yarn, kitchen items—toothpicks, dried peas and beans, macaroni, etc., twigs, small pebbles, leaves.

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E. Dramatic play: Blocks, boxes, short garden ropes, hose pieces, toys, housekeeping corner, dress-up clothes, hats, etc. for "pretend play." Large pieces of cloth are very useful. Child should be allowed to use his own ideas. Teacher's guidance should be unobtrusive.

F. Painting: Easel paints—Red, blue, yellow only for beginners so they can see how colors mix to form other color. Make fresh each day rather thick for beginners to make control of brush and paint easier. Paint outdoors, too.

Kinds of painting:

1. Blow painting—mix paint thinly. Drop blots of paint on paper. Blow through straw to spread paper for very interesting design.
2. Finger painting—buy or make from heavy starch. Use on slick surface paper like butcher paper or do on smooth table surface and make print of design by smoothing newsprint over and lifting off gently.
3. Mural painting—several children work on large paper on floor or clipped to fence.
4. "Roll-on" painting—fill roll-on deodorant bottle with rather thick tempera paint.
5. String or dot painting—fold construction paper in half. Arrange heavy string or yarn dipped in paint on half of paper in an interesting design. Fold together, press gently—open (or pull string out) and remove string for "mirror-image" design. Use brush, put dots on half of folded paper. Press together, then open.
6. Plaid painting—use empty spools of various sizes. Cut coat hanger about 4 inches each side of hook. Bend ends and insert in spool. Press hook together for handle. Dip in small dish of paint so paint touches only edges. Roll across paper for parallel line. Use another spool in different color for making plaid designs.
7. Soap painting—whip Ivory Snow in mixer with small amount of water until fluffy and thick like stiffly beaten egg whites. Color with dry tempera paint. Use with brush or fingers on construction paper or wallpaper.

Kinds of paper to paint on: newspaper, newsprint, construction paper, manila paper, laundry bags, roll of brown or white paper for large murals, wall paper. Use cloth occasionally—old silk scarves or unbleached domestic, old sheets.

G. Printing: Make designs from potatoes, carrots, cucumber, or use wooden or linoleum block designs. Try kitchen and home objects, nail heads of different sizes, etc., for designs. Use paint or ink pad to color and print on paper or cloth.

H. **Spatter painting:** Use white shoe polish, or paint on a toothbrush, rub on screen wire to make spatter paint design. Use heavy waxed paper to cut design from or use a leaf, pieces of paper arranged in design. Spatter will fill cut-out area or will cover any area not covered with leaf or paper.

I. **Water and Sand:** Especially important for young children. Try water or doll corner during cold weather. Water play activities include: washing dolls and doll clothes, pouring water into various sized containers; floating objects, boats; going "fishing" with magnets; blowing soap bubbles; "painting" outdoor equipment, house or fence; watering plants, animals; building rivers, lakes, ponds, and dams in sandbox. Sand play may involve housekeeping and cooking activities; landscaping and construction play, transportation activities, experiences with sifting, pouring, measuring, molding, etc.

J. **Weaving:** Use heavy string, cord, or yarn with large needle (plastic or blunt metal) or bobbie pin for needles with ends taped together and weave in burlap, or orange sacks (insert cardboard so will keep design flat and on one side of bag).

K. **Woodworking:** Use good tools and close supervision—not "play" ones. Soft wood scraps and nails with large heads. Add cans, boxes, string, cloth, spools, wheels, paint, etc., for construction activities.